

Pupil premium strategy Review 2017-2018

1. Summary information					
School	St Bartholomew's Primary School				
Academic Year	2017-2018	Total PP budget 7/12 5/12	117660 (tbc) 113040 47100	Date of most recent PP Review	With S Chandler 7/1/17 Internal Sept 2017 L McMillan 24/4/18
Total number of pupils @Sept 2017	192	Number of pupils eligible for PP @Sept 2017	83	Date for next internal review of this strategy	May 2018

2. Current attainment :				
<u>Results of Assessments Summer 2018</u>	<i>Pupils eligible for PP</i>	<i>All Pupils</i>	<i>National Average Disadvantaged pupils</i>	<i>Difference School v national</i>
% achieving the expected standard in reading at end of KSI -29	69(13/29)	72	63	+6
% achieving the expected standard in writing at end of KSI -29	62(13/29)	66	55	+7
% achieving the expected standard in maths at end of KSI -29	62(13/29)	69	63	-1
% of Year 1 pupils achieving the expected standard in the phonics screening check - 25	50 (5/10)	72(18/25)		
% of Year 2 retakes achieving the expected standard in the phonics screening check -7	14(1/7)	14(1/7)		
% achieving the expected standard in reading at end of KS2 -22	90(10/22)	73	75	+15
% achieving the expected standard in writing at end of KS2 -22	60(10/22)	68	78	-18
% achieving the expected standard in maths at end of KS2 -22	70(10/22)	82	76	-6
% achieving ARE in reading, writing & maths (or equivalent) -22	50(10/22)	50	64	-14
Reading progress KS2	1.2	0.9	-0.6	+1.8
Writing progress KS2	-1.9	-0.2	-0.5	-1.4
Maths progress KS2	-0.7	1.7	-0.6	-0.7

3. Review of expenditure																																																	
Previous Academic Year																																																	
i. Quality of teaching for all																																																	
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? .				Lessons learned																																											
Improved rates of progress and attainment for PP children so it is in line with, if not better than non-pupil premium Teachers are consistent in their approach	-Support from Class teachers to plan interventions ✓	Higher % of PP children at ARE/ARE in Reading/Writing PP children				Ofsted 09/2018- The teaching of Phonics is inconsistent in kSI Not all staff are clear about how to teach phonics well -QFT in phonics needs improving -Building staff capacity is needed in phonics -Continue with MB teaching 1-1 and modelling sessions -Phonics Target for year 2018/19 Y1- 80%(4) Y2-57% (4) -class teachers to provide Pupil profiles for progress meetings Marking in PP books completed first																																											
	-Pupil conferencing available 1-1 basis as Small classes		<table><tr><td></td><td>Read Diadv</td><td colspan="2">Write Diadv</td></tr><tr><td></td><td>ARE</td><td>ARE +</td><td>ARE</td><td>ARE +</td></tr><tr><td>R</td><td>68/50</td><td></td><td>59/50</td><td>0</td></tr><tr><td>1</td><td>64/29</td><td>12/0</td><td>60/29</td><td>8/0</td></tr><tr><td>2</td><td>72/67</td><td>24/17</td><td>66/58</td><td>21/8</td></tr><tr><td>3</td><td>67/75</td><td>17/25</td><td>67/88</td><td>11/25</td></tr><tr><td>4</td><td>86/91</td><td>31/27</td><td>66/73</td><td>21/27</td></tr><tr><td>5</td><td>68/67</td><td>23/33</td><td>64/67</td><td>27/33</td></tr><tr><td>6</td><td>73/90</td><td>9/0</td><td>68/60</td><td>0</td></tr></table>		Read Diadv			Write Diadv			ARE	ARE +	ARE	ARE +	R	68/50		59/50	0	1	64/29	12/0	60/29	8/0	2	72/67	24/17	66/58	21/8	3	67/75	17/25	67/88	11/25	4	86/91	31/27	66/73	21/27	5	68/67	23/33	64/67	27/33	6	73/90	9/0	68/60	0
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-All staff aware of and take responsibility of achievement of disadvantaged pupils. ✓																																																	
All staff PM targets linked to SIP✓																																																	
		<u>Phonics screen 2017-2018</u> Year 1 50% (5) of disadvantaged pupils did not pass Year 2 17% (1) of disadvantaged pupils did not pass -Case study of child with PP and SEN presented in Ofsted 09/18 showing steady progress and how a graduated response is employed. -Staff attend pupil progress meetings better prepared to discuss disadvantaged pupils and take accountability																																															

ii. Targeted support							
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria?				Lessons learned	
Closing the gaps in Maths	ECC like interventions with specialist teacher ✓	Higher % of PP children at ARE/ARE+ in Maths				-Maths mastery continues as teaching strategies and written into T&L policy	
	Team teaching with outside consultant✓					-Taking the ceiling off learning works well for our pupils	
	Staff meetings on key fluency skills ✓					-I-I maths interventions not making the biggest impact in y6 so intervention not used this year	
	Girls maths groups					-ECC teacher redeployed into class due to restructure re cost	
	Y6 Maths booster✓					- Afterschool sats boosters to be organised this year to improve study skills	
	Maths workshops in class linked to ARE ✓						

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria?.	Lessons learned										
Increased engagement attainment and progress in reading and writing in Early Years	<ul style="list-style-type: none">-New class readers to be bought to inspire children ✓-Generate funding for books from outside school-CPD on reading and engaging readers ✓-Good text rich class environment discussed ✓-Funky fingers intervention ✓-Continual on-going assessments ✓-Story Language encouraged at all opportunities ✓-Special books to evidence writing in EY ✓	<p>Pupils have their own special writing books that collects examples of their progress – seen and praised by Ofsted Sept 2018</p> <p>In learning walk – text rich environment seen</p> <p>I Staff meetings on Reading in the year which benefitted all staff</p> <p>Funky fingers intervention continues to happen</p> <p>EY results in Reading /Writing 2017/2018</p> <table><tr><td></td><td>Reading</td><td>Writing</td></tr><tr><td>All pupils reaching ELG</td><td>70%</td><td>70%</td></tr><tr><td>Disadvantaged Pupils reaching ELG</td><td>80%</td><td>80%</td></tr></table> <p>Disadvantaged children, made better progress than other children in the cohort</p> <p>Sept 2018-Ofsted said: <i>There is no difference between the progress and attainment of disadvantaged children and their peers.</i></p>		Reading	Writing	All pupils reaching ELG	70%	70%	Disadvantaged Pupils reaching ELG	80%	80%	<p>Good practice observed in class</p> <p>Opportunities for writing throughout the day/ week seen and to continue</p> <p>Funky fingers encourage coordination</p> <p>Practice is secure a</p> <p>Special books to continue</p>	
	Reading	Writing											
All pupils reaching ELG	70%	70%											
Disadvantaged Pupils reaching ELG	80%	80%											

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria?	Lessons learned	
Vulnerable children supported	<p>SALT groups/I-I</p> <p>Reading groups✓</p> <p>SS/ Narrative groups ✓</p> <p>LSS provision ✓</p> <p>Support from BHISS building teacher capacity ✓</p> <p>INA support for children in class✓</p> <p>Mentor support ✓</p> <p>Counselling ✓</p> <p>Family worker support✓</p> <p>Kinship carer support ✓</p> <p>Targeted workshops for parents✓</p>	<p>-S&L groups made progress</p> <p>-Reading interventions in y2 with student teachers improved outcomes for children in KSI sats in reading Reading at KSI At ARE PP-67%</p> <p>-Narrative approach – improved detail/grammatical structure in talking by 41%</p> <p>-School start intervention- Assessments show language awareness 43%/Sound awareness 72%</p> <p>-INA –improved behaviour as INA responsive to child and can prevent exclusion</p> <p>-Mentor support needs improving as they are called out for other children so their work not as protected</p> <p>-Counselling improved outcomes for children</p> <p>–Family worker supported with attendance and had improved outcomes for pupils More than 6 disadv. families benefitted from this</p> <p>Kinship carer group fully attended through year . Supported successful transition to Y7 by creating a supportive network</p>	<p>SAL Therapist ill in last term so no reviews or new assessments completed</p> <p>INA for AW to ensure consistency and not taking up mentors time away from their caseload of vulnerable children</p> <p>Capacity to manage behaviour improved as BHISS coaching individual staff</p> <p>Apply for higher element of top up funding to fund full time INA</p> <p>-Protect Mentor work with vulnerable children</p> <p>More children to access Counselling short term 12-16 weeks.</p> <p>LSS provision to be cut due to funding and less children with dyslexia diagnosis</p> <p>Families who took part in Kinship group have moved to Y7 so not needed this year</p>	

iii. Other approaches- Behaviour and Attendance				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria?	Lessons learned	
<p>Poverty- Children at physical and material disadvantage including in some instances poor housing and severe poverty.</p>	<p>Support families to improve their situation✓ Support with housing✓ Help with grants for activities, clothes, subsidises breakfast club . ✓</p>	<p>-Vulnerable families are signposted to work with the Family workers for short interventions (6 weeks)- More than 6 disadv. families benefitted from this</p> <p>-Work with families via TAF and EH/ CIN plans to drive change in housing . -3 disadv. Families in emergency accommodation have been supported to move in 2017/18</p> <p>- Grants offered to families for emergency help eg fridge, heater, bed , uniform, trips etc</p>	<p>OFsted 09/18:-Raise awareness of parents/ carers of importance of regular attendance and increase their engagement so that levels of attendance and rates of persistent absence improve rapidly to be at least in line with national figures.</p> <p>-Attendance is out of schools control due to mobility and temp /emergency housing families being rehoused out of area due to shortage of local housing</p>	
<p>Attendance is above 95% and families value coming to school</p> <p>Parent / carer support and engagement improved</p>	<p>-Create Policy ✓on website -Targeted workshops -Regular meetings with parents ✓ -Introduce attendance rewards/prizes ✓ -joined up work with Early help/CIN meetings to address concerns ✓ -Reduced rate at Breakfast club ✓ -PTFA support is better ✓ -Coffee mornings ✓</p>	<p>-Attendance 2017/18 was 92.6 % below NA 5 case studies of disadvantaged pupils were provided for Ofsted in Sept 2018 -Parents understand the need for good attendance - Head teacher has regular meetings with parents logged on Cpmos - Attendance prizes for 100% has been provided – children really want to receive them and are well motivated over 2 terms -Workshops – healthy eating/happy start to school day well attended by Disadv families 5 families 30% of parents attended workshops of which 50% were disadvantaged pupils -Attendance at Parents eve of Disadv families has improved . The format has changed over 2 eves and teachers have a responsibility to chase up parents to meet if they don't attend .</p>	<p>100% Attendance continue being rewarded termly</p> <p>-Improve attendance at meetings/workshops of targeted families 50% of parents to attend workshops 50 % of Disadv</p>	
4. Additional detail				
<p>Ofsted 09/2018 report :- <i>Senior leaders make wise decisions about the spending of the pupil premium funding . The action plan resulting from the review of the pupil premium has been implemented thoroughly and this has seen disadvantaged pupils make better progress.</i></p> <p>Although attendance is still an area to work on it was recognised that :- <i>In recent years attendance has been well below the national average . Leaders and governors are working very hard to improve this aspect of the school</i></p>				

